

1. The correct answer is **D** (Setting).

Item Type: Plan-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

New Benchmark: LA.8.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.

Old Benchmark Clarification: The student demonstrates knowledge of the function of prewriting in establishing an effective organizational plan.

New Benchmark Clarification: The student demonstrates knowledge of planning for logical sequence or arrangement.

The correct answer is D. Based on the organizational plan, a detail about the location should be placed within the "Setting" section of the writing plan.

**Distractor Rationale**

- A. A detail about the location would cause faulty organization if placed within the "Characters" section.
- B. A detail about the location would cause faulty organization if placed within the "Conflict" section.
- C. A detail about the location would cause faulty organization if placed within the "Results" section.

**Note:** On April 11, 2008, the State Board of Education approved the Commissioner's recommendation to remove the multiple-choice items from the *FCAT Writing+ (plus)* assessment. Beginning with the 2008-09 school year, the statewide writing assessment will once again have only one session (prompt/essay) and will be called *FCAT Writing*. This Writing Sample Test Book is provided for historic reference only. Students will **not** receive FCAT Writing Sample Test Materials for the 2009 test administration.

2. The correct answer is **F** (a narrative about a girl who enters a race).

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

New Benchmark: LA.8.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.

Old Benchmark Clarification: The student demonstrates knowledge of the function of planning in accomplishing the specific writing mode or purpose.

New Benchmark Clarification: The student demonstrates knowledge of the function of planning in accomplishing the specific writing mode or purpose and audience.

The correct answer is F. The writing plan contains short story elements that indicate the writer is preparing to write a narrative.

#### **Distractor Rationale**

- G.** The writing plan is structured around short story elements and not around details that could be used to compare sailboats.
- H.** The writing plan is structured around short story elements and not around arguments for encouraging people to participate in a sailboat race.
- I.** The writing plan is structured around short story elements and not around details about an island where tourists come to see dolphins.

3. The correct answer is **A**. (Aunt Rachel's boat shop is on the bay.)

Item Type: Plan-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.1 The student organizes information before writing according to the type and purpose of writing.

New Benchmark: LA.8.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.

Old Benchmark Clarification: The student recognizes how modifications to a writing plan affect the maintenance of the writing focus.

New Benchmark Clarification: The student uses a writing plan as a tool to present a topic, address main idea(s), and group related ideas to maintain the focus.

The correct answer is A. The detail is extraneous to the events that are the focus of the writing plan.

**Distractor Rationale**

- B. This detail is important to the result of the story.
- C. This detail is an important result of the story.
- D. This detail is an important event in the story.

4. The correct answer is **G** (sentence 6).

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas

Old Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

New Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central theme, idea, or unifying point.

The correct answer is G. The detail about the children’s petting zoo fails to focus on the lorikeet exhibit and should be deleted.

**Distractor Rationale**

- F. This detail is important because it compares the new exhibit to the giant birdhouse to show how the exhibit is special.
- H. This detail is important because it provides information about what type of food encourages lorikeets to flock.
- I. This detail is important because it describes bird sounds visitors are likely to hear at the bird exhibit.

5. The correct answer is **B** (after sentence 8).

Item Type: Sample-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

New Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

The correct answer is B. To achieve a logical progression of ideas, information about lorikeet behavior should be placed after the sentence about how lorikeets fly up and sit on people's shoulders.

### **Distractor Rationale**

- A.** A sentence about lorikeet behavior would be illogical after sentence 5.
- C.** A sentence about lorikeet behavior would be illogical after sentence 11.
- D.** A sentence about lorikeet behavior would be illogical after sentence 12.

6. The correct answer is **F** (sentence 14).

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Old Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

New Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central theme, idea, or unifying point.

The correct answer is F. This sentence simply repeats information about bird experts from sentence 12.

**Distractor Rationale**

- G. This sentence tells what bird experts can do but does not repeat information.
- H. This sentence cites information from an expert about where lorikeets prefer to live but does not repeat information.
- I. This sentence cites information from an expert about other types of foods lorikeets like to eat but does not repeat information.

7. The correct answer is **D**. (Most of the lorikeets at the zoo, however, are rich scarlet red, bright green, or royal blue.)

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student demonstrates knowledge of how to incorporate supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in writing.

New Benchmark Clarification: The student demonstrates knowledge of selecting effective and sufficient details that develop, support, and clarify the draft.

The correct answer is D. This sentence specifies lorikeet colors and supports sentence 18.

### Distractor Rationale

- A. This sentence does not support sentence 18.
- B. This sentence restates information from sentence 18.
- C. This sentence does not support sentence 18.

8. The correct answer is **H**. (Visit the zoo yourself to experience these incredible creatures.)

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark LA.8.4.2.3 The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs.

Old Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

New Benchmark Clarification: The student demonstrates knowledge of expository elements that help to convey information, including an introduction that clearly states the writer's purpose, a body that objectively and logically explains, why or how, clarifies a process, or defines a concept, and a conclusion that achieves the expository purpose.

The correct answer is H. This sentence provides the most effective conclusion because it focuses on the idea that if you like to study birds, you will visit the zoo to see the new bird exhibit.

### Distractor Rationale

- F. This sentence offers an opinion about lorikeet colors but does not offer an effective conclusion.
- G. This sentence offers a suggestion that does not appear consistent with the rest of the article.
- I. This sentence provides information about bird experts but is not an effective conclusion.



9. The correct answer is **C**. (He had no idea when he had volunteered to help that it would be this much work.)

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student demonstrates knowledge of how to incorporate supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in writing.

New Benchmark Clarification: The student demonstrates knowledge of selecting effective and sufficient details that develop, support, and clarify the draft.

The correct answer is C. This sentence adds details that are relevant to the opening paragraph.

### Distractor Rationale

- A. This sentence is not relevant to the opening paragraph.
- B. This sentence is not relevant to the opening paragraph.
- D. This sentence restates information from sentence 2.

10. The correct answer is **I**. (The writer reveals David's personal response and feelings to help the reader understand the main character.)

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.4.1.1 The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters).

Old Benchmark Clarification: The student demonstrates knowledge of the mode or purpose for writing.

New Benchmark Clarification: The student demonstrates knowledge of the effective use of writing elements and strategies that enhance narrative writing.

The correct answer is **I**. The writer uses characterization by revealing David's thoughts and feelings in the first paragraph, thus promoting the narrative purpose.

### Distractor Rationale

- F.** Including factual details to help the reader understand technical information is a technique often used to promote an informational purpose. The writer does not use this technique in the first paragraph.
- G.** Presenting an opinion to persuade the reader to take action is a technique often used to promote a persuasive purpose. The writer does not use this technique in the first paragraph.
- H.** Providing the most important information first to show the reader the organizational plan is a method of organization often used in expository essays. The writer does not use this technique in the first paragraph.

11. The correct answer is **C** (finely carved gray and brown flint).

Item Type: Sample-Based

Reporting Category: Support

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student demonstrates knowledge of how communication is affected by word choice.

New Benchmark Clarification: The student demonstrates knowledge of how voice, point of view, and word choice (e.g., specificity, creative language devices, sentence variation) affect the quality of writing.

The correct answer is C. The words “finely carved gray and brown flint” most specifically describe the arrowheads in the collection.

### **Distractor Rationale**

- A. The word “nicely” is vague.
- B. The phrase “some quite special” is vague.
- D. The words “really unique and interesting-looking” are vague.

12. The correct answer is **H** (sentence 14).

Item Type: Sample-Based

Reporting Category: Focus

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has a varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Old Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central idea or topic.

New Benchmark Clarification: The student demonstrates knowledge of effective ways to focus on a central theme, idea, or unifying point.

The correct answer is H. The sentence about oysters is off topic.

**Distractor Rationale**

- F. This sentence is focused on the topic; it illustrates the character’s feelings about his task.
- G. This sentence is focused on the topic; it specifically describes rocks at the rock show.
- I. This sentence is focused on the topic; it relates to David’s interest in geodes.

13. The correct answer is **D** (Returning home later that afternoon).

Item Type: Sample-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.2 The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

Old Benchmark Clarification: The student demonstrates knowledge of how to use transitional elements to develop relationships among ideas.

New Benchmark Clarification: The student demonstrates knowledge of how to use transitional elements to develop relationships among ideas.

The correct answer is D. This transition provides a link to clarify the sequence of events in the story.

### Distractor Rationale

- A. "After lunch" is incorrect because David had already eaten lunch before they drove to the rock show.
- B. "As a special favor" is incorrect because David's actions were not a special favor.
- C. "Before leaving the show" is incorrect because David and his uncle had already left the show, so he could not have performed these actions prior to leaving.

14. The correct answer is I (after sentence 20).

Item Type: Sample-Based

Reporting Category: Organization

Old Benchmark: LA.B.1.3.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

New Benchmark: LA.8.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Old Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

New Benchmark Clarification: The student demonstrates knowledge of how a logical progression of ideas contributes to effective organization and communication.

The correct answer is I. To achieve a logical progression of ideas, the reference to “tiny treasures” should be placed after sentence 20 because this placement links the troublesome rocks to the field of “treasured” geodes.

### Distractor Rationale

- F. Placing this sentence after sentence 7 would cause faulty organization.
- G. Placing this sentence after sentence 11 would cause faulty organization.
- H. Placing this sentence after sentence 17 would cause faulty organization.

15. The correct answer is **C** (piercing).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark LA.8.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.

Old Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

New Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is C. "Piercing" follows the rule of "i" before "e" except after "c."

#### Distractor Rationale

- A. "Pearcing" incorrectly uses the letters "ea" as a substitute for "ie."
- B. "Peircing" incorrectly reverses the letters "ie."

16. The correct answer is **H** (slowly).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.4 The student will edit for the correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage.

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is H. The adverb “slowly” correctly completes the sentence.

### Distractor Rationale

- F. “Slow” is an adjective, which is not the correct usage.
- G. “Slower” would be used to compare, which is incorrect usage.



17. The correct answer is **B** (hurried).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary.

Old Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

New Benchmark Clarification: The student demonstrates knowledge of spelling conventions.

The correct answer is B. "Hurried" is spelled correctly because "y" is changed to "i" before adding "ed."

#### Distractor Rationale

- A. "Hurread" uses the letters "ead" to replace "ied."
- C. "Hurryed" fails to apply the rule of changing the "y" to "i" before adding "ed."

18. The correct answer is **F** (had heard).

Item Type: Cloze-Based

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.4 The student will edit for the correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage.

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is F. Since the writer describes the action in the past, the correct verb phrase is "had heard."

### Distractor Rationale

- G.** "Am hearing" is incorrect because the writer is not describing the action in present tense.
- H.** "Have heard" is incorrect because it describes a past action that continues into the present.

19. The correct answer is **C**. (Gymnastics class, usually held on Monday, will be held on Tuesday next week.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.3 The student will edit for the correct punctuation of sentence structures, including subordinate clauses and parallel structures, and the use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes.

Old Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

New Benchmark Clarification: The student demonstrates knowledge of punctuation conventions.

The correct answer is C. This sentence correctly uses commas to set off non-essential information.

**Distractor Rationale**

- A. This sentences requires a comma after "class" to indicate non-essential information.
- B. This sentence incorrectly uses a colon instead of a comma after "class."

20. The correct answer is **H**. (Founded in 1948, Helicopter Association International is dedicated to promoting the unique contributions that helicopters make to society.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.2 The student will edit for the correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant).

Old Benchmark Clarification: The student demonstrates knowledge of correct capitalization.

New Benchmark Clarification The student demonstrates knowledge of correct capitalization.

The correct answer is H. The name "Helicopter Association International" refers to a specific group and is correctly capitalized in the sentence.

### Distractor Rationale

- F.** The words "Helicopter Association International" should be capitalized because this is the name of a specific group. The word "society" is not a proper noun and should not be capitalized.
- G.** The word "International" should be capitalized because it is part of a proper noun.

21. The correct answer is **B**. (Amy watched the bird until it disappeared behind the trees, and then she went home.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: [No new benchmark indicated.]

Old Benchmark Clarification: The student demonstrates knowledge of sentence structure.

New Benchmark Clarification: [No new benchmark indicated.]

A new type of sentence structure item will be developed for use in 2009 and will be assessed by LA.8.3.3.1.

The correct answer is **B**. This sentence correctly combines all ideas in the box to create a logical sentence.

### Distractor Rationale

- A.** This sentence incorrectly sequences the events and also suggests Amy disappeared behind the tree.
- C.** This sentence awkwardly describes Amy's and the bird's actions and does not properly identify who went home.

22. The correct answer is **G**. (As an elephant entertained the audience of children, the adults laughed at the clown.)

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: [No new benchmark indicated.]

Old Benchmark Clarification: The student demonstrates knowledge of sentence structure.

New Benchmark Clarification: [No new benchmark indicated.]

A new type of sentence structure item will be developed for use in 2009 and will be assessed by LA.8.3.3.1.

The correct answer is G. "As an elephant entertained the audience of children, the adults laughed at the clown" has the same structure as "When the teachers played the students in basketball, the game ended in a tie." Both sentences begin with a subordinate clause and end with an independent clause containing a prepositional phrase.

### Distractor Rationale

- F. "After eating lunch with friends at the hotel, the tourists saw the historic monuments" begins with a subordinate clause, but the following independent clause does not contain a prepositional phrase.
- H. "Before the picture was hung in the principal's office at school, students gave approval" begins with a subordinate clause, but the following independent clause does not contain a prepositional phrase.

23. The correct answer is **A** (usage error).

Item Type: Stand-Alone

Reporting Category: Conventions

Old Benchmark: LA.B.1.3.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

New Benchmark: LA.8.3.4.4 The student will edit for the correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

Old Benchmark Clarification: The student demonstrates knowledge of standard English usage

New Benchmark Clarification: The student demonstrates knowledge of standard English usage.

The correct answer is A. The writer incorrectly uses the word "of" instead of the correct word, "have."

### Distractor Rationale

**B.** There are no misspellings in this sentence.

**C.** There are no capitalization errors in this sentence.